

Applicant: 17 2410 KEARNY - Hudson

American Rescue Plan Consolidated

Application: American Rescue Plan - ESSER
Cycle: - 00-
 Original Application

Project Period: 3/13/2020 -
 9/30/2024

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Overview	Contact Information	Allocations	Needs	Safe Return	LEA Plan for Use Of Funds	Assurances	Submit	Application History	Application Print
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LEA Plan for Use Of Funds

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1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are to the greatest extent practicable consistent with the most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning; (467 of 2000 maximum characters used)

The majority of the ARP funds will be used to upgrade and install the HVAC system in the district's five elementary schools. The purpose of this will be to meet and exceed the recommended indoor air quality standards. Along with other preventive measures in place, this will help to minimize the possible exposure and spread of COVID-19 within school buildings. This will ultimately result in schools being able to stay open and keep learning from being disrupted.

2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as summer learning or summer enrichment extended day comprehensive afterschool programs or extended school year; (541 of 2000 maximum characters used)

In response to the learning loss experienced during the remote school year as a result of COVID-19, the district will offer summer programs for students in grades PreK-12. After school programs will also be provided at the elementary, middle, and high school level. Extended day and extended year programs will give students the opportunity to work toward mastering grade level standards. They will also give student the opportunity to engage in meaningful enrichment activities that address both academics and social emotional wellbeing.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (424 of 2000 maximum characters used)

The remaining funds will be used to provide professional development for staff related to interventions and addressing learning loss. Mental health services will also be provided to students with limited or interrupted formal education who need professional support and guidance in response to COVID-19. Funds will also be used to hire instructional coaches to support teachers with meeting the academic needs of students.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. (275 of 2000 maximum characters used)

Stakeholders representing the school district and community will be involved with the development of the plan to ensure that students, especially those disproportionately impacted by COVID-19, will have access to services necessary to overcome the negative impact of COVID-19.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. (167 of 2000 maximum characters used)

The needs of underrepresented groups of students will be prioritized when considering interventions and services to meet the needs of students in response to COVID-19.